**L2 RUBRIC KINDER**

**Period 2 2012-2013**

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| **Indicator** | **D** | **C** | **B** | **A** |
| 1. Shows understanding by following more complex classroom instructions. | Not able to follow classroom directions & routines the first time (Get your pencil case, notebook, clipboard, sit at the table (circle), write your name, walk in line, stand up, line up, look at…,tidy up, tuck in your t-shirt, put your things away, get a book and read) | Follows some of the classroom directions & routines (Get your pencil case, notebook, clipboard, sit at the table (circle), write your name, walk in line, stand up, line up, look at…,tidy up, tuck in your t-shirt, put your things away, get a book and read) | Follows all the classroom directions & routines that are formulated (Get your pencil case, notebook, clipboard, sit at the table (circle), write your name, walk in line, stand up, line up, look at…,tidy up, tuck in your t-shirt, put your things away, get a book and read) | Follows more complex directions given |
| 2. Recognizes some ending sounds in poems, rhymes, tongue-twisters and songs. | Not able to name words with each ending sound | Names 3 including personal names with each ending sound | Able to name 4 words with each ending sound worked in L2 not including personal names | Able to name 4 or more words with each ending sound worked |
| 3. Listens to and recognizes words in sentences in poems, rhymes, tongue-twisters and songs | Is not able to recognize any of the words worked in the different texts | Recognizes some words in sentences in poems, rhymes, tongue-twisters and songs | Recognizes words in sentences in poems, rhymes, tongue-twisters and songs | Reads words in sentences in poems, rhymes, tongue-twisters and songs |
| 4. Uses simple phrases in context to communicate, applying new vocabulary (answers WH questions showing understanding). | Not able to use simple phrases. | Able to use 1 or 2 phrases | Able to use 3 or 4 phrases | Able to use more than 4 phrases |
| 5. Gives examples of words with the ending sound requested. | Not able to give any examples | Able to give 1 or 2 examples | Able to give 3 or 4 examples | Able to give more than 4 examples |
| 6. Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories. | Is not able to identify the meaning of any visual | Identifies the meaning of less than 4 images in our environment | Identifies the meaning of 4 images in our environment | Identifies the meaning of more than 4 images in our environment |
| 7. Identifies some of the elements of a story (characters-setting). | Is not able to identify any of the elements | Identifies only the characters or the setting. | Identifies the characters and the setting | Identifies the characters and the setting giving specific details |
| 8. Makes connections between personal experience andstory book characters. | Is not able to make any connections | Makes 1 or 2 connections | Makes 3 or 4 connections | Makes more than 4 connections |
| 10. Reads and understands high frequency words. | Not able to read or understand any HFW | Reads and understands some H.F.W. worked | Reads and understands most of the H.F.W. worked | Reads and understands all of the H.F.W. worked |
| 11. Writes assigning meaning to messages. (Phase 1) (Cards) | **Message and content**  Unable to write or draws a picture to assign meaning to message | **Message and content**  May know the direction that print goes and uses some conventional symbols in a random fashion | **Message and content**  Uses some sound-symbol relationships to assign meaning to message | **Message and content**  May use nonnative English pronunciation or native-language spelling patterns in her messages |
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